

Main Criteria: New Mexico Content Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

New Mexico Content Standards

Science

Grade: 3 - Adopted: 2013

STRAND / CONTENT STANDARD	NGSS.3- LS.	LIFE SCIENCE
BENCHMARK / STANDARD	3-LS1.	From Molecules to Organisms: Structures and Processes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY		Students who demonstrate understanding can:

PERFORMANCE STANDARD / INDICATOR 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Virtual Field Trips

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

STRAND / CONTENT STANDARD	NGSS.3- LS.	LIFE SCIENCE
BENCHMARK / STANDARD	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY		Students who demonstrate understanding can:

PERFORMANCE STANDARD / INDICATOR 3-LS2-1. Construct an argument that some animals form groups that help members survive.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STRAND / CONTENT STANDARD	NGSS.3- LS.	LIFE SCIENCE
BENCHMARK / STANDARD	3-LS4.	Biological Evolution: Unity and Diversity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY		Students who demonstrate understanding can:

PERFORMANCE STANDARD / INDICATOR	3-LS4-2.	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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PERFORMANCE STANDARD / INDICATOR	3-LS4-3.	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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PERFORMANCE STANDARD / INDICATOR	3-LS4-4.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef?
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STRAND / CONTENT STANDARD	NGSS.3-ESS.	EARTH AND SPACE SCIENCE
BENCHMARK / STANDARD	3-ESS2.	Earth's Systems
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY		Students who demonstrate understanding can:

PERFORMANCE STANDARD / INDICATOR	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Virtual Field Trips African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography
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PERFORMANCE STANDARD / INDICATOR 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

Virtual Field Trips
 Amazon Rainforest - Grades 2-5
 Grade 2 - Land and Water Around Us
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Northeast
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Geography
 The Sahara Desert

STRAND / CONTENT STANDARD	NGSS.3-ESS.	EARTH AND SPACE SCIENCE
BENCHMARK / STANDARD	3-ESS3.	Earth and Human Activity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY		Students who demonstrate understanding can:

PERFORMANCE STANDARD / INDICATOR 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Virtual Field Trips
 Grade 3 - Geography of Our Communities

New Mexico Content Standards
Social Studies
 Grade: 3 - Adopted: 2022

STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Inquiry
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Inquiry 23.	Construct Compelling and Supporting Questions

PERFORMANCE STANDARD / INDICATOR 3.1. Explain how a compelling question represents key ideas.

Virtual Field Trips
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Early Beginnings
 Grade 4 - West Region Today
 Rome - The Eternal City

PERFORMANCE STANDARD / INDICATOR	3.2.	Use supporting questions to help answer the compelling question in an inquiry. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Inquiry
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Inquiry 26.	Communicate and Critique Conclusions

PERFORMANCE STANDARD / INDICATOR	3.5.	Construct responses to compelling questions using reasoning, examples, and relevant details.
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Virtual Field Trips
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Today
Rome - The Eternal City

STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Inquiry
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Inquiry 27.	Take Informed Action

PERFORMANCE STANDARD / INDICATOR	3.6.	Identify challenges and opportunities when taking action to address problems or issues, including predicting possible outcomes.
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Virtual Field Trips
Grade 2 - Work and Money

STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Theme 1: Citizenship
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Civics 3.	Civic Dispositions and Democratic Principles

PERFORMANCE STANDARD / INDICATOR	3.8.	Explain how the democratic principles motivate people to migrate then and now. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Theme 1: Citizenship
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Civics 4.	Roles and Responsibilities of a Civic Life

PERFORMANCE STANDARD / INDICATOR 3.9. Explain how to be a responsible and active citizen in a democracy.

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Theme 2: Global Immigration and Migration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Geography 13.	Movement, Population, and Systems

PERFORMANCE STANDARD / INDICATOR 3.10. Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities.

Virtual Field Trips

Grade 4 - Northeast

PERFORMANCE STANDARD / INDICATOR	3.11.	Analyze how human settlement and movement impact diverse groups of people. Virtual Field Trips Grade 4 - Northeast
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PERFORMANCE STANDARD / INDICATOR 3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the United States.

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Theme 3: Global Issues and Events

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Economics/Personal Financial Literacy 7.	Economic Systems and Models
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PERFORMANCE STANDARD / INDICATOR 3.15. Investigate who receives the goods that are produced in various world communities.

Virtual Field Trips
[Exploring Cuba](#)
[Grade 2 - Work and Money](#)
[Grade 3 - Businesses At Work](#)

STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Theme 3: Global Issues and Events
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Economics/Personal Financial Literacy 9.	Global Economy

PERFORMANCE STANDARD / INDICATOR 3.16. Explore the concepts of surplus and scarcity in relation to resources for various world communities.

Virtual Field Trips
[Grade 2 - Work and Money](#)
[Grade 3 - Businesses At Work](#)

PERFORMANCE STANDARD / INDICATOR 3.17. Explore the basic economic concepts of supply and demand.

Virtual Field Trips
[Grade 3 - Businesses At Work](#)

PERFORMANCE STANDARD / INDICATOR 3.18. Explain how supply and demand influence prices and trade.

Virtual Field Trips
[Grade 3 - Businesses At Work](#)

PERFORMANCE STANDARD / INDICATOR 3.19. Describe how technological developments in transportation and communication influence trade over time.

Virtual Field Trips
[Exploring Cuba](#)
[Grade 2 - Work and Money](#)
[Grade 3 - Businesses At Work](#)

STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Theme 4: Our Changing World
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Geography 11.	Geographic Representations and Reasoning

PERFORMANCE STANDARD / INDICATOR	3.22.	Create a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement.
		Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography

STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Theme 4: Our Changing World
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Geography 12.	Location, Place, and Region

PERFORMANCE STANDARD / INDICATOR	3.24.	Explain how physical and cultural characteristics of world regions affect people and examine geographic features of various global communities that might create a need for migration or immigration using a variety of maps, photos, and other geographic representations.
		Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Theme 5: Global Diversity and Identity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Ethnic, Cultural, and Identity Studies 20.	Diversity and Identity

PERFORMANCE STANDARD / INDICATOR	3.27.	Compare and contrast their cultural identity with other people and groups.
		Virtual Field Trips Grade 3 - A Country of Cultures

STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Theme 5: Global Diversity and Identity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Ethnic, Cultural, and Identity Studies 22.	Community Equity Building

PERFORMANCE STANDARD / INDICATOR	3.28.	Identify the actions of people and groups who have worked throughout history to improve their community which then leads to a more equitable society. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
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STRAND / CONTENT STANDARD		Third Grade
BENCHMARK / STANDARD		Theme 6: Personal Financial Literacy
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	Economics/Personal Financial Literacy 10.	Personal Financial Literacy

PERFORMANCE STANDARD / INDICATOR	3.29.	Examine the various ways people earn a living to meet their basic needs of food, clothing, and shelter, and how this has changed over time in various world communities. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
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